ENGLISH

FOR COMMUNITY SCHOOLS

Primary 3

2025/2026

Term 1

'' تهدي وزارة التربية والتعليم والتعليم الفني هذا الكتاب ، بكل الحب إلى الأطفال والأسر في جمهورية مصر العربية. ''

"THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION DEDICATES THIS BOOK, WITH LOVE, TO THE CHILDREN AND FAMILIES OF THE ARAB REPUBLIC OF EGYPT."

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Ministry of Education and Technical Education
New Administrative Capital
Cairo, Egypt

Name : ....

Class : ....

School : ....

A MESSAGE FROM
THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the *Primary 3 Framework for Egyptian Learners*. This comprehensive textbook has been meticulously developed to support our young learners in acquiring essential English language skills while honoring and integrating the rich cultural heritage of Egypt.

Our Vision for English Language Education

In today's interconnected world, proficiency in English is a vital skill that opens doors to global opportunities and fosters cross-cultural communication. Our vision is to equip Primary 3 students with a strong foundation in English, enabling them to navigate academic pursuits and future careers with confidence and competence.

Key Features of the Textbook

- **Structured Learning Activities:** The textbook is organized into weekly sessions, each focusing on different aspects of language acquisition:

    Listening and Speaking: Interactive storytelling, discussions, and role-playing activities enhance listening comprehension and oral communication skills.

    Reading and Phonics: Phonics exercises and reading activities develop students' ability to decode and comprehend written English.

    Writing and Vocabulary: Targeted writing exercises and vocabulary-building activities encourage students to express themselves clearly and expand their word knowledge.

    Cultural Integration: Lessons are intertwined with cultural insights, promoting an appreciation for both the English language and Egyptian traditions.

- **Visual and Interactive Elements:** Bright illustrations and interactive components such as coloring pages, matching games, and puzzles make learning enjoyable and reinforce key concepts.
- **Assessment and Feedback:** Regular assessments, including quizzes, retelling exercises, and vocabulary matching, provide educators with tools to monitor student progress and tailor instruction to meet individual needs.

Commitment to Excellence

The Ministry of Education and Technical Education is dedicated to providing high-quality educational resources that meet the evolving needs of our students. This textbook embodies our commitment to excellence in English language education, ensuring that every child has the opportunity to succeed academically and personally.

Join Us in Shaping the Future

As we embark on this educational journey, we invite educators, parents, and students to collaborate in fostering a love for the English language and a deep appreciation for our cultural heritage. Together, we can build a brighter future where our young learners thrive in a global society while staying rooted in their rich Egyptian identity.

Best Regards,

The Ministry of Education and Technical Education.

Unit 1

Let's Learn Together!

Learning Outcomes

Speaking
- Use common greetings in everyday conversations.
- Use simple phrases for everyday classroom use.
- Describe daily routines using simple sentences and time expressions.
- Use simple sentences to describe oneself and others.
- Pronounce the digraph 'wh' in common English words correctly.

Listening
- Respond appropriately to common greetings in a variety of classroom contexts.
- Follow basic classroom instructions during teacher-led activities.
- Identify simple descriptive sentences about people in short listening texts.
- Recognize the digraph 'wh' and related words during structured listening tasks.

Reading
- Read simple sentences and short dialogs about greetings, describing others, and daily routines.
- Interpret phrases related to basic classroom rules.

Writing
- Write full sentences describing others and daily routines using the present simple tense.

Lesson 1

Greetings and Introductions

Work Group Activity

1 Practice with your friends

Student A : "Good morning, what is your name?"

Student B : "My name is _______. Nice to meet you!"

2

- Hello! My name is __________.
- I am ______ years old.

3 Write the correct letter (A–B) in the box next to each phrase

1. ☐ Good morning!.
2. ☐ How are you?

A When you check on someone

B When you meet in the morning

Meeting a New Friend

4 Listen, repeat, and act with a friend

Sara: Hello!
Lina: Good morning!
Sara: How are you?
Lina: I am fine, thank you. How are you?
Sara: I'm fine too, thank you. What's your name?
Lina: My name is Lina. What's your name?
Sara: My name is Sara.
Lina: How old are you?
Sara: I am 8 years old! I am in Primary 3.
Lina: Nice to meet you, Sara!
Sara: Nice to meet you too, Lina!
Lina: See you later!
Sara: Goodbye!

5 Use the words below to complete the dialog

Hello | later | fine | name | meet | Goodbye | morning | years

Student A: ____________, my ____________ is Mariam.

Student B: Good ____________, my name is Adam.

Student A: How are you Adam?

Student B: I am ____________, thank you.

Student A: How old are you?

Student B: I am 8 ____________ old.

Student A: Nice to ____________ you.

Student B: See you ____________!

Student A: ____________!

Closing activity

6 Complete and draw about yourself

a. My name is __________ .

b. I'm __________ years old.

c. I'm in primary __________

Lesson 2
Classroom Rules

Work Group Activity

1 Look, read, and trace:

Aa Bb Cc Dd Ee Ff Gg Hh

Ii Jj Kk Ll Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww Xx Yy Zz

Listening and Speaking

2 Listen and repeat

Classroom Phrases

Raise your hand.
Listen carefully.
Sit down.
Be kind.
Keep your classroom clean.
Don't shout.
May I go to the bathroom?

3 Choose the correct phrase to complete each sentence

1. When the teacher talks, you should________________.
   (listen carefully – stand up – write fast)
2. If you want to answer,________________.
   (run – raise your hand – close your book)
3. The teacher says, ________________ on page 5.
   (open your book – stand up – eat)
4. When class starts, we________________.
   (sit down – shout – leave)
5. If you need to use the bathroom, say,________________________?
   (can I draw – may I go to the bathroom – is it break time)

Phonics Focus: Digraph "wh"

4 Listen and say

what when where whale wheel white

5 Listen and write the missing letters, then say the words

a _ _ a t	b _ _ e n	c _ _ e r e
d _ _ a l e	e _ _ e e l	f _ _ i t e

6 Reorder the letters to make a word

a t h w a	b n h w e	c e w h r e
___________	________________	________________
d l h w a e	e e l h w e	f e w h i t
_____________	________________	________________

Closing activity

7 Complete and color:

This is my ....

There is a .... in my ....

Lesson 3 Describing People

Work Group Activity

1 Draw and write about yourself

Examples

- I am funny.
- I have curly hair.
- I am tall.

My name is _______ . I am _______ and _______. I have ___________.

2 Listen, read, and trace

- I am funny. I make my friends laugh.
- He is friendly. He says hello to everyone.
- She is helpful when someone needs help.

Lesson 3

Language in Use

Present Simple Tense for Descriptions

We use the present tense to talk about who we are and what people are like.

Verb «To Be»

Subject	Present Tense	Example
I	am	I **am** happy.
You	are	You **are** my friend.
He	is	He **is** a student.
She	is	She **is** kind.
It	is	It **is** a cat.
We	are	We **are** ready.
They	are	They **are** in class.

Asking Questions

We use questions to learn about our friends.

Examples

- What is your name?
- How are you today?

3 Practice with your friend

A: What is your name? **B:** My name is Sara.
A: How are you today? **B:** I am fine, thank you!

4 Circle the correct word to complete the sentence

1. He **(am – is – are)** my brother.
2. I **(is – are – am)** eight years old.
3. We **(am – is – are)** in the classroom.
4. She **(are – am – is)** my mom.
5. You **(is – are – am)** very kind.

5 Fill in the blanks with "am", "is", or "are"

1. I______ a student.
2. She _________ my sister.
3. They __________ my friends.
4. He _________ in the kitchen.

Closing activity

6 Match and say

Sit	**up.**
Good	**down.**
Stand	**bye!**

Lesson 4 Daily Routines

Work Group Activity

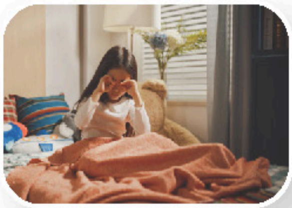
1 Draw 2 objects you see in your classroom

Vocabulary

2 Listen, repeat, and say

wake up	brush my teeth	get dressed	make my bed
brush my hair	have breakfast	go to school	do my homework

3 Match the words to the pictures



sleep

play

read

go to school

wake up

write

eat

watch TV

4 Look, read, and say

I brush my teeth.

I go to school at 8 a.m.

I do my homework.

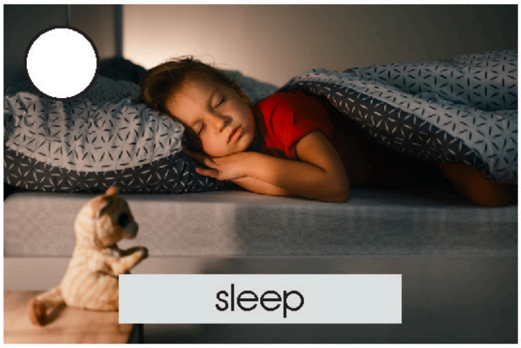
I have breakfast.

I make my bed.

I wake up at 7 a.m.

5 Look, read, and order

Daily Routines



Lesson 4

Reading and Writing

6 Read about a student's daily routine. Then, answer the questions below

Hello, I am Amir. Every day, I wake up at 6 a.m. I brush my teeth and get dressed. After I have breakfast, I go to school. I learn and play with my friends. After school, I go home and do my homework.

a. What time does Amir wake up? ______________________________

b. What does Amir do after breakfast? ___________________________

c. Where does Amir go after school? ____________________________

7 Circle the correct form of the verb

a. He (play - plays) football.

b. I (brush - brushes) my teeth.

c. They (go - goes) to school every day.

b. She (wake - wakes) up at 7 a.m.

e. We (study- studies) hard at school.

Closing activity

8 Trace and color

I make my bed to keep it tidy.

I make my bed to keep it tidy.

Unit 2

My Family and I

Learning Outcomes

Speaking
- Introduce family members and their jobs using possessive pronouns.
- Discuss celebrations and family traditions.
- Use simple sentences to describe how family helps one to grow.
- Pronounce the /f/ sound in common English words correctly.

Listening
- Identify family members.
- Recognize celebrations and traditions.
- Recognize and identify different jobs.
- Recognize the /f/ sound in common English words.

Reading
- Read simple sentences about family members and their jobs.
- Read descriptive sentences about celebrations and traditions.
- Read sentences describing how family helps one to grow.

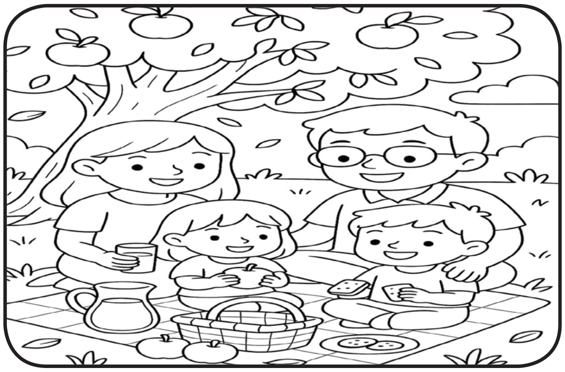
Writing
- Label family members, celebrations, and jobs.
- Write simple sentences about family using possessive pronouns.

Lesson 1

Meet My Family

Work Group Activity

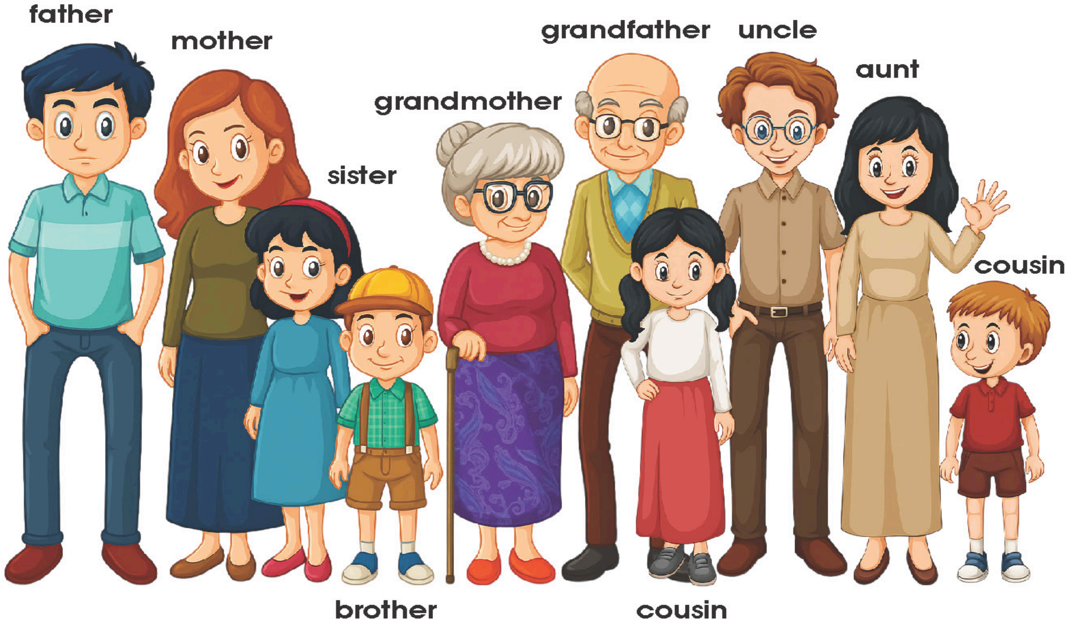
1 Color the picture



Vocabulary

2 **Listen, repeat, and practice**

Family Members



3 Match each word with its correct picture

grandmother   sister   father   mother   grandfather

4 Write the correct word

sister   father   grandmother

____

____

____

5 Look, read, and complete from the words in the box

T-shirt - cat - bag

His .... is blue.

My .... is heavy.

Her .... is friendly.

6 Reorder the words to form sentences

a. name - Ahmed - His - is .

____.

b. is – sister – kind – My.

____.

Closing activity

7 Read and complete from the words in the box

square – mother - blue

1.Look at the sky! It's ....

2.This is my ....

3. It's a ....

Lesson 2

Family Traditions and Celebrations

Work Group Activity

1 Trace and color the picture

I love my mom.

Vocabulary

2 **Discuss your favorite celebration with your teacher**

Eid Al-Fitr

Sham El-Nessim

Mother's Day

6th of October

3 Listen and discuss

My favorite celebration is 6th of October. It reminds us how brave the Egyptian soldiers are.

I love Sham El-Nessim as we go to the garden all day, play, and eat salted fish.

4 Draw your favorite celebration

5 Look at the pictures and write the celebrations

____

____

6 Write the correct answer

Sham El-Nessim - Mother's Day - Eid Al-Fitr - 6th of October

____

____

____

____

7 Write 3-4 sentences about your favorite celebration

____

____

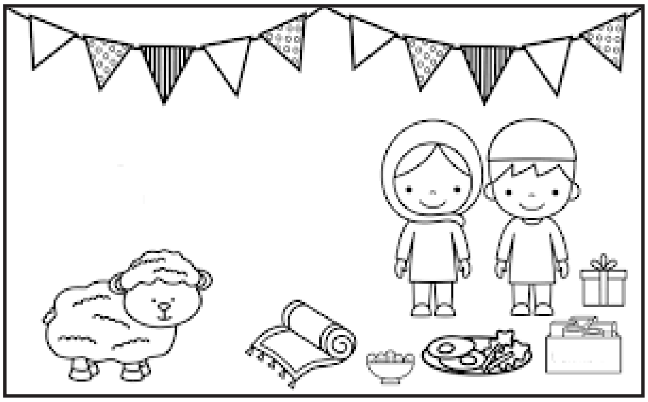
____

____

____

Closing activity

8 Write what you can see in the picture, then color



Lesson 3

My Family Helps Me Grow

Work Group Activity

1 Find the words

- bag
- pen
- book

e	c	w	b	h	d	d	e	e	i	z	v
m	r	n	a	t	b	h	i	p	d	a	b
i	a	h	g	r	e	e	n	b	e	p	o
i	l	r	y	e	l	l	o	w	s	o	o
p	e	n	c	i	l	l	k	o	k	y	k
k	b	a	g	r	e	d	d	c	z	k	c
p	a	p	k	x	w	b	l	a	c	k	h
j	e	z	l	m	p	e	n	i	r	u	m

Vocabulary

2 **Talk about how your family helps you grow**

My father **takes** me to school.

My mother **cooks** us food every day.

My brother **helps** me do my homework.

My grandmother **reads** me a story.

3 Read and answer the following questions

Hello I'm Nour. I love my family. My father and mother take me to school. They also cook me lunch. My brother plays with me. I love my family. They help me grow.

a. Nour's ______________ plays with her.

b. Nour's ________ and ________ take her to school.

c. Nour loves her ______________ .

4 Write 3-4 sentences about how your family helps you

____

____

____

____

____

Present what you have written to your classmates.

Phonics Focus: Digraph "ph" : /f/ Sound

5 Listen and say

phone photo elephant graph alphabet

6 Listen and fill in the missing letters

Use the "**ph**" sound to complete the words:

1. __ o n e 2. __ o t o 3. e l e __ a n t

4. g r a __ 5. a l __ a b e t

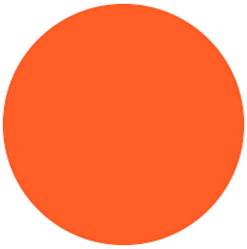
7 Reorder the letters to form a word

1. o p h n e ______________ 2. h g a p r ______________ 3. h p o o t ______________

4. a h e l p t n e ______________ 5. p h h a l e b t ______________

Closing activity

8 Unscramble and write



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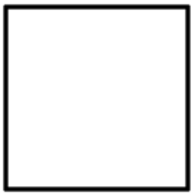

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Lesson 4 Jobs in My Family

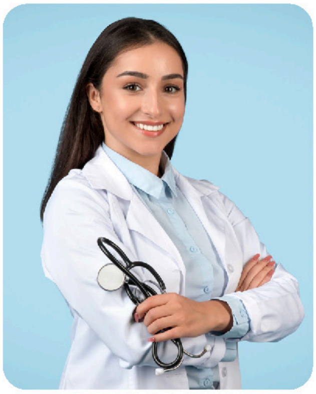
Work Group Activity

1 Match the capital letters with the small letters

T	a
I	t
S	s
A	i

2 Vocabulary

farmer


doctor

teacher

baker

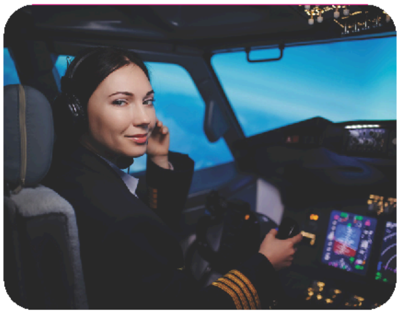
pilot

3 Discuss your family's jobs with your friends

My aunt works as a doctor.
She **helps patients**.

My father is a teacher.
He **works at a school**.

My uncle **bakes delicious bread**. He is a baker.



My mother is a pilot. She **travels around the world**.

4 Write 3-4 sentences about what you want to be when you grow up

____

____

____

____

Present what you have written to your classmates.

5 Look, read, and match

doctor

teacher

baker

farmer

pilot

6 Listen, write, and say

I am a ________

She is a ________

He is a ________

He is a ________

I am a ________

7 Reorder the words to form sentences

1. cousin - My - a - doctor - is . ______________________________ .
2. grandfather - His - farmer - is - a . ______________________________ .
3. She - teacher - is - a . ______________________________ .
4. wants - He - be - a - to - doctor . ______________________________ .

Closing activity

8 Look and match

arrow

baker

cake

Unit 3

New Adventures

Learning Outcomes

Speaking

- Name and describe places and landmarks.
- Describe places of items using prepositions of place.
- Pronounce correctly double consonant endings.
- Pronounce the digraph 'ck' in common English words correctly.

Listening

- Identify places and landmarks in Egypt.
- Recognize prepositions of place.
- Recognize double consonant endings.

Reading

- Read short paragraphs about local places and landmarks.
- Read short paragraphs that includes past tense and prepositions.
- Read words with double consonant endings and /k/ sound.

Writing

- Label places and landmarks.
- Write simple sentences using the past tense and correct punctuation.

Lesson 1 Places Around Me

Group Work Activity

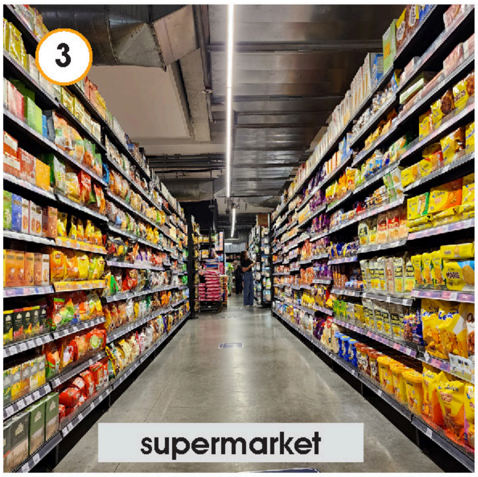
1 What can you see?

....

....

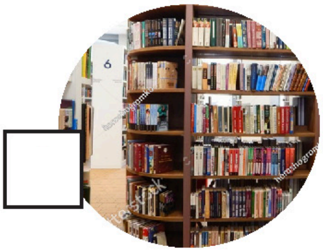
Vocabulary

2 **Listen, repeat, and practice**



3 Look, read, and write from the words in the box

house-library - supermarket - park - train station - museum



4 Look, read, and write

house park supermarket library train station museum

1. Where do you buy food? supermarket
2. Where do you read books? ______________
3. Where do you play with friends? ______________
4. Where do you live? ______________

Reading and Writing

Youssef's Busy Day

Youssef left his **house** early in the morning. First, he went to the **library** to read a book. Then, he and his mom went shopping at the **supermarket**. They passed the **train station** and saw a big train. After lunch, they visited the **museum**. In the afternoon, they played at the **park**. What a fun and busy day!

5 Read the text again, and answer the following questions

1. Where did Youssef go first?

a) park

b) library

c) museum

2. Who did Youssef go to the supermarket with?

a) his teacher

b) his friend

c) his mom

3. What did Youssef see at the train station?

a) a bus

b) a train

c) a boat

4. Where did Youssef go after lunch?

a) museum

b) park

c) supermarket

5. Was Youssef's day busy or boring?

Closing activity

6 Supply the missing letters

f-ther

pa-k

col-r

Lesson 2

Egypt's Landmarks

Work Group Activity

1 Trace the letters

Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp
Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx
Yy	Zz		

Reading and Writing

Laila's Holiday Adventure

Laila visited the **Cairo Tower** with her family. They took pictures and saw the whole city. Next, they explored the great **Pyramids of Giza**. Laila loved the camels! Then, they traveled to Alexandria. At the **Alexandria Library**, she read fun books. It was the best holiday she ever had!.

2 Read again and answer the following questions

1. **Where did Laila go first?**

   a. Alexandria Library

   b. The Pyramids

   c. Cairo Tower

2. Who did Laila go with?

a. her teacher

b. her friends

c. her family

3. What did Laila see at the Pyramids?

a. horses

b. camels

c. cars

4. What did she do at the Alexandria Library?

a. wrote a story

b. drew pictures

c. read books

5. How did Laila feel about her holiday?

____

Phonics Focus: Digraph "ck"=/k/ Sound

"**ck**" refers to a spelling rule for the /**k**/ sound, especially at the end of words.

The letters "**ck**" together make one /**k**/ sound (like in "cat" or "kite").

/**ck**/ sounds like **k**

Examples:

du**ck** so**ck** ba**ck** ne**ck** tru**ck**

Lesson 2

3 Fill in the missing letters

a. du _ _ b. so _ _ c. ba _ _ d. ne _ _ e. tru _ _

4 Rearrange the letters to make a word

a. u c k d b. k o s c c. b k a c d. k n e c e. t k c u r

________ ________ ________ ________ ________

5 Circle the words that have the /k/ sound

a. rain – duck – pen

b. dog – broke – stick

c. man – sing – pack

d. line – log – lock

Closing activity

6 Circle the odd sound word out

1- rose – nose – sister

2- rain- duck- stuck

3- net- vet – nose

Lesson 3 Map It Out

Work Group Activity

1 Rearrange the words to make sentences

1- is – my –This- brother.

2- yellow- The- is – sun.

3- name- your- is- What?

Language in Use

Prepositions of Place

They are words that tell you where something is found.

A

on the box

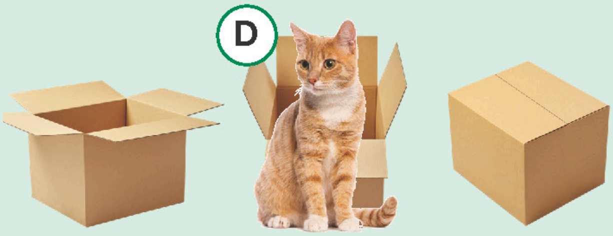
B

under the box

C

behind the box

D

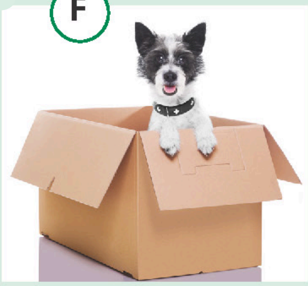


between the boxes

E

in front of the box

F



in the box

2 Read then circle the prepositions of place in the story

One day, Samy was playing in his room when his toy car rolled under the couch. He looked for it behind the curtain and in front of the TV, but it was gone. Then, he **checked** between the two chairs. Samy found the car but it was **stuck**. His sister came to help. She used a **stick** to pull it out from under the couch. Samy was so happy! He put the toy car on the table and smiled.

3 Draw a picture of a ball under a table and another picture of a ball on the table

Closing activity

4 Look, read, and complete

I have ..... sisters.

The cat is ..... the box.

Lesson 4

A School Trip to the Zoo

Work Group Activity

1 Unscramble and write

aply	andst	tis
....	....	....

2 Read the following story

Last Monday, Grade Three students went on a trip to the zoo. They went by bus. At the zoo, they saw lions, monkeys, and elephants. The ticket was 20 pounds. For lunch, they ate sandwiches and chips. They drank juice and water. Everyone had a good day!

Read and answer the questions

1. **Where did the class go?**
   a. The park
   b. The zoo
   c. The museum

2. **How did they go to the zoo?**
   a. By car
   b. By train
   c. By bus

3. **What animals did they see?**
   a. Cats and dogs
   b. Lions, monkeys, and elephants
   c. Fish and birds

4. **How much was the ticket?**
   a. 10 pounds
   b. 20 pounds
   c. 50 pounds

5. **What did they eat and drink?**

____

____

Language in Use

Past Simple Tense

We use the past tense to talk about something that happened.

- For most verbs, we just add **-ed** to the end of the verb.

Examples: play → played walk → walked

- For verbs ending in **-e,** we add **-d.**

Examples: live → lived prepare → prepared

Listen and repeat.

Base Verb	Past Tense
jump	jumped
climb	climbed
walk	walked
play	played

Base Verb	Past Tense
smile	smiled
close	closed
dance	danced
like	liked

3 Write one sentence using a past tense action

Example: I helped my friend.

____

____

4 Read and choose the correct verb in the past simple tense

a. We **(cleaned - clean)** our hands before eating.

b. I **(walk - walked)** to school yesterday.

c. I **(play - played)** with my friend after school.

d. My grandma **(bakes - baked)** a cake.

e. My cousin **(lived - lives)** in Aswan two years ago.

Closing activity

5 Trace, read, and copy

This is my grandmother. She is kind.

....

Let's Review Units 1, 2, and 3

1 Complete the following sentences

(Goodbye - cousin - farmer - museum - pilot)

a. I like to play with my ______________ . He can run fast.

b. We went on a school trip to the ______________ .

c. A ______________ flies the airplane.

d. ______________, see you tomorrow!

e. The ______________ grows vegetables.

2 Circle the odd one

a. Hello - Goodbye - Sister - Good morning

b. Mother - Brother - Uncle - Hospital

c. Pilot - House - Teacher - Baker

d. Thank you - Park - Supermarket - Library

3 Complete the sentences

(walked - is - eats - my - are - her - played - drives)

a. He ______________ a pilot.

b. They ______________ to the garden yesterday.

c. He ______________ lunch at 1 o'clock every day.

d. I brush ______________ teeth every morning.

e. The girl is playing with ______________ doll.

f. You ______________ a good friend.

g. Yesterday, we ______________ football after school.

h. My father ______________ the car.

4 Choose the correct sentence

1. a. My name is Salma.

   b. Name my is Salma.

2. a. Is supermarket house near my.

   b. The supermarket is near my house.

3. a. She kind is.

   b. She is kind.

4. a. I cousin with my play.

   b. I play with my cousin.

5 Rearrange the letters to form a word

1- o p n e ______________ 2- o c s k ______________

3- i t w h e ______________ 4- h a r g p ______________

5- e h e w l ______________

6 Fill in the missing letters

(wh - ph - ck)

1- ___ oto 2- ___ ale

3- tru ___ 4- al ___abet

7 Fill in the blanks

(duck - elephant - What - exam)

a. ______________ is your name?

b. The ______________ lives in a pond.

c. I have an ______________ tomorrow at school.

d. We can see the ______________ at the zoo.

8 Circle the correct preposition

1. The book is (on - in) the table.
2. The cat is (between - under) the chair.
3. The ball is (in - between) the box.
4. The bag is (next to - between) the desk.

9 Write 3-4 sentences about a landmark you visited in Egypt

____

____

____

____

Unit 4

Let's Tell Stories!

Learning Outcomes

Speaking

- Express emotions and respond to questions using complete sentences.
- Retell key events from short stories in correct sequence.
- Pronounce hard and soft "c" sounds correctly.

Listening

- Identify different emotions in listening tasks.
- Recall events from the short stories

Reading

- Understand simple sentences expressing emotions.

Writing

- Write simple sentences expressing emotions.
- Write simple sentences using the past tense and correct punctuation.

Lesson 1 How We Feel

Work Group Activity

1 Draw the missing parts of the face

Vocabulary

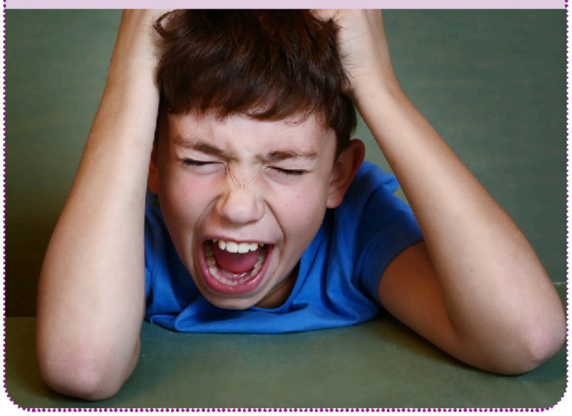
2 Listen, repeat, and practice

Our Emotions

happy	sad

excited

angry



shy

tired

bored

scared

3 Ask and answer in pairs

How do you feel when you play with your friends?

4 Read the story and find linking words

Adam and Omar in the Garden

Adam and Omar were playing in the garden when they heard a cat cry. Then, they quickly followed the sound, and soon they saw the cat stuck in a fence. Because the hole was small, Adam held the fence while Omar carefully pulled the cat out. Finally, the cat jumped free and licked their hands.Since they worked as a team, they saved the cat. They felt happy and proud.

Write the linking words you found:

a. ________________

b. ________________

Tip

Linking words make the story clear and easy to follow.

First, Then,

After that, Finally

5 Read the story again and answer the questions

a. Where did Adam and Omar go?

____

____

b. What was the problem?

____

____

c. How did they solve it?

____

____

Language in Use

Past Simple Tense

We use the past tense to talk about something that happened.

- Irregular verbs are special words! They **DO NOT add -ed** to make the past tense. Their past tense form is different.

Examples: go → went eat → ate

She went to the park.

Listen and repeat.

Base Verb	Past Tense
is	was
are	were
do	did

Base Verb	Past Tense
see	saw
come	came
have	had

6 Circle the correct verb in the past

1. Adam and Omar **(are - were)** playing in the park.
2. They **(saw - see)** a cat in trouble.
3. The cat **(jumped - jump)** free.
4. Omar **(pull - pulled)** the cat out.
5. Both boys **(felt - feel)** proud.

7 Describe how the two boys felt

They were ________________ and ________________.

Closing activity

8 Read and reorder to make sentences

1-were- playing- in- They- park.- the

2- mouth.- 1- have- I

3- 2 – feet.- have- I

Lesson 2

A Helping Hand

Work Group Activity

1 Trace the words

mother father
sister brother
grandmother grandfather

Reading and Writing

2 **Read the following story**

One sunny day, Sara went to the park because she was bored. She drew a picture with her pencil. She was happy and smiled at her friend. Then she fell and hurt her knee. Sara felt sad and scared. Her friend helped her stand up. Sara said, "Thank you", and smiled again. Now she was tired, but she felt better.

3 Circle the past tense verb

a. Sara **(go – went)** to the park.

b. She **(draw – drew)** a picture.

c. She **(fall – fell)** and hurt her knee.

d. Her friend **(help – helped)** her.

4 Circle the correct word to complete the sentence

a. Sara **(cried – smiled)** at her friend's nice face.

b. She **(felt – feel)** sad when she fell.

c. She **(feel – felt)** better after her friend helped her.

Phonics Focus: : Soft "c" = /s/ sound

"c" makes the soft /s/ sound when followed by **(e,i, or y)**

Example: face - nice

5 Fill in the missing letter

a. _ i t y

b. _ a c e

c. _ i c e

d. _ e n c i l

6 Rearrange the letters to make a word

a. y t i c _______________

b. e f a c _______________

c. c i e n _______________

d. l i c n e p _______________

7 Listen and read the following short story to the class

One sunny day, Sara went to the park with her friend. She played on the swings. Then, she fell and hurt her knee. Her friend helped her. Sara smiled.

8 Read and answer

a. What did Sara feel when she fell?

____

b. How did Sara feel after her friend helped her?

____

Closing activity

9 Look at the list of the words below, and sort

city – nose – ring- ice- rabbit- rose

/s/ sound	/r/ sound	o-e

Lesson 3
A Big Win

Work Group Activity

1 Rearrange the words to make sentences

1- I – 2- have – eyes.

2- are- 4- books – There.

3- blue – The - is – sky.

2 Read and underline the emotions in the story

Omar was **nervous** before his first football match. When the match started, he was worried about making mistakes. But after he scored a goal, Omar felt proud of himself. He was happy when his **team** won the game.

3 Read again and write the past tense verbs in the story

____

____

4 Write one sentence to express your feelings

Example: "I felt happy when I received a gift"

____

____

5 Choose the corret verb in the past simple tense

a. Omar (is – was) nervous before the match.

b. He (start – started) playing.

c. He (score – scored) a goal.

d. He (feel – felt) proud.

e. His team (win – won) the game.

6 Choose the correct word

a. Omar was (nervous – happy) before the match.

b. He was (worried – excited) about making mistakes.

c. He (felt – feel) proud after scoring a goal.

d. He was (sad – happy) when his team won.

7 Fill in the missing linking word

(when - but - after)

a. Omar was nervous ______ the match started.

b. ______ he scored a goal, he felt proud.

c. He was worried, ______ he didn't stop.

8 Write each sentence with correct capital letters and punctuation

a. omar was nervous before his first football match

____

b. when the match started, he was worried about making mistakes

____

c. he scored a goal and felt proud

____

d. he was happy when his team won the game

____

My Feelings

Draw a small picture of yourself feeling happy, sad, scared, angry, or tired then write a sentence about your feelings.

For example: I felt excited.

Now write a sentence using the past tense.

Example: I felt happy when I saw my friend.

____

Closing activity

9 Read and choose the correct word:

I am Omar. I have 5 senses. I can taste with my tongue. I can hear with my ears. I can touch with my hands. I can see with my eyes. I can smell with my nose.

1- I can see with my ……………. . (nose - eyes)

2- I have ……….senses. (5 - 3)

3- I can ....… with my tongue. (hear - taste)

Unit 5

Together Is Better

Learning Outcomes

Speaking
- Retell events from the short stories and dialogs.
- Pronounce words with hard and soft "g" sounds correctly.

Listening
- Identify different chores and teamwork actions.
- Recognize different action verbs.

Reading
- Read short stories and dialogs that include teamwork expressions, action verbs, and words with hard and soft "g" sounds.

Writing
- Write simple sentences about teamwork and how to help.
- Write simple sentences using action verbs and correct punctuation.

Lesson 1
Teamwork & Chores

Work Group Activity

1 **Circle the odd word out:**

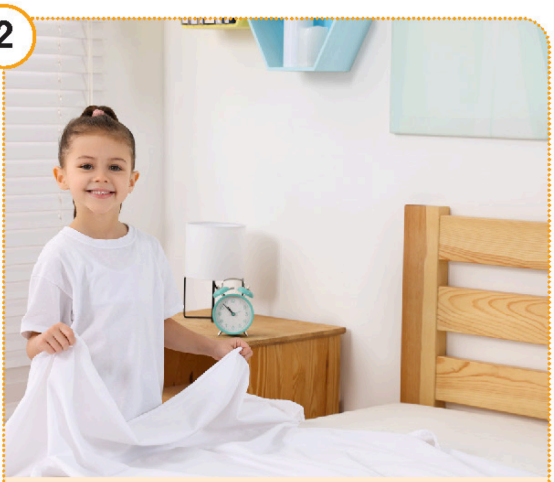
1. pencil – book – bag- tree
2. mother - brother – red – sister
3. red – blue – yellow – chair

Vocabulary

2 **Listen, repeat, and say**

1

clean

2

tidy up the bed

3

share

4

care

5

win

6

cheer

7

plant

8

donate

3 Read and number the sentences

- [8] Ahmed donates clothes.
- [ ] The boys win the football match.
- [ ] Lina hugs her friend because she cares.
- [ ] The boys cheer for Omar in his football match.
- [ ] Sara shares food with her sister.
- [ ] You should tidy up your bed.

Having Fun

Mona and Karim are at home. Their mother asks them to do some chores. First, they tidy up the living room. Then, they clean the table and the floor. Mona and Karim work together and share the chores. They are happy to help. Finally, the house looks clean. Their mother smiles and says, "Good job, team!"

4 Choose the correct answer

1. **Who are the two children in the story?**
   a. Ali and Sara
   b. Mona and Karim
   c. Omar and Leila

2. **What does their mother ask them to do?**
   a. Go shopping
   b. Watch TV
   c. Do some chores

3. **What do they tidy up first?**
   a. The kitchen
   b. The bedroom
   c. The living room

4. **How do Mona and Karim do the chores?**
   a. They take turns.
   b. They work together.
   c. They do nothing.

5. **What does their mother say at the end?**
   a. "Try again!"
   b. "Good job, team!"
   c. "It's still messy!"

5 Write a sentence about helping at home

Example: I wash the dishes.

____

____

Closing activity

6 Read and complete from the words in the box

small – horse - animals - big

Noor : Do you see the …………?

Ziad : Yes! The horse is ………….. .

Noor : What about the chicken?

Ziad : The chicken is ….. .

Noor : I love farm ……….!

Lesson 2 Teamwork at School

Work Group Activity

1 Look, read, and complete

a	b	◯	d	e	◯	g
h	◯	j	k	l	◯	n
o	◯	q	r	◯	t	u
v	◯	x	y	◯		

2 Look, read, and answer the following questions

Omar, Youssef, and Ziad went to the park. There were **green** plants everywhere. They saw a **big** puddle. It was too big to jump over. Omar found a piece of wood. Youssef and Ziad helped him make a **good** bridge. They crossed over the bridge and played. A **dog** came by and wagged its tail. They were happy.

1- Where did they go?

2- What did they see?

3 Choose the correct verb from the brackets

1. The students **(answer – help)** the questions together.
2. Omar **(helps – fixes)** his friend with homework.
3. They **(fix – plan)** the broken chair in class.
4. We **(plan – find)** the trip before the school holiday.
5. Mariam **(finds – agrees)** abook in the library.

Phonics Focus: : Hard "g" = /g/ sound

"g" has a **hard sound** when followed by: **(a,o, or u)** or at the **end of a word.**

Example: game - dog

4 Listen and fill in the missing letter

1. _ u m
2. d o _
3. _ o o d
4. _ r e e n
5. b i _

5 Rearrange the letters to make a word

1. m g u ________
2. g d o ________
3. o g o d ________
4. g n e e r ________
5. g i b ________

6 Read and underline the problem and solution in the story

We Share, We Care

Salma and Youssef had a project at school. At first, they couldn't agree on what to do. Then, they started to share ideas. Salma wrote, and Youssef drew. When Salma felt tired, Youssef helped her. They showed care and worked well together. Finally, they finished the project. Their teacher was happy and said, "Good job!"

7 Write a sentence using an action verb

Example: I help my mother with chores at home.

____

8 Write one sentence about how Salma and Youssef worked together

Example: Salma and Youssef worked together and shared ideas.

My sentence: ______________________________

____

9 Rewrite each sentence with correct capital letters and punctuation

a. salma and youssef had a project at school

____

b. at first they didn't agree

____

c. then they started to share ideas

____

d. salma wrote and youssef drew

____

e. they showed care and worked well together

____

Tip

We use **capital letters** at the beginning of the sentence.
We use **periods** at the end of the sentence, **or** **question marks** at the end of the questions.
We put a **comma (,)** after **(Then - First - Finally)**

Closing activity

10 Read and reorder to make sentences

1-felt- tired. – Salma

2- was- The- happy.- teacher

3- project. - the – finished – They

Lesson 3
Teamwork in Sports

Work Group Activity

1 Look, read, and complete

A	○	C	D
○	F	G	H
I	○	K	L
M	○	O	○
Q	R	S	○
U	V	W	○
Y	Z		

2 Read the story and circle the action verbs

We win together!

Omar and his friends played football at school. At first, they all wanted to score. Then, their coach said, "Work as a team!" They started to pass the ball and help each other. Omar passed to Karim, and Karim scored. Everyone cheered. They didn't win alone — they won together. Teamwork made the game fun and fair.

3 Answer the questions

a. Who played football at school?

____

b. What did the coach tell the team to do?

____

c. Who scored the goal?

____

d. How did the team feel after the goal?

____

4 Rewrite each sentence with the correct capital letters and punctuation

a. omar and his friends played football at school

____

b. they all wanted to score

____

c. everyone cheered when karim scored

____

5 Put the sentences in the correct order

___ They started to pass the ball and help each other.

___ Omar passed to Karim, and Karim scored.

___ Omar and his friends played football at school.

___ Their coach said, "Work as a team!"

Phonics Focus: : Soft "g" = /dʒ/ sound

"g" usually makes a soft sound /dʒ/ when it is followed by **(e,i, or y)**

Examples: giraffe, Egypt, page, huge

6 Listen and fill in the missing letter

1. _ i r a f f e 2. E _ y p t 3. p a _ e 4. h u _ e

7 Rearrange the letters to make a word

1. f f a g i r e ____________ 2. t p y e g ______________

3. g e p a ______________ 4. g e u h ______________

8 Choose the correct word that has the soft "g" sound

1. game - giraffe - goat
2. garden - Egypt - good
3. page - gate - pen
4. hug - huge - house
5. make - magic - map

Closing activity

9 Trace and copy

How many horses can you see?

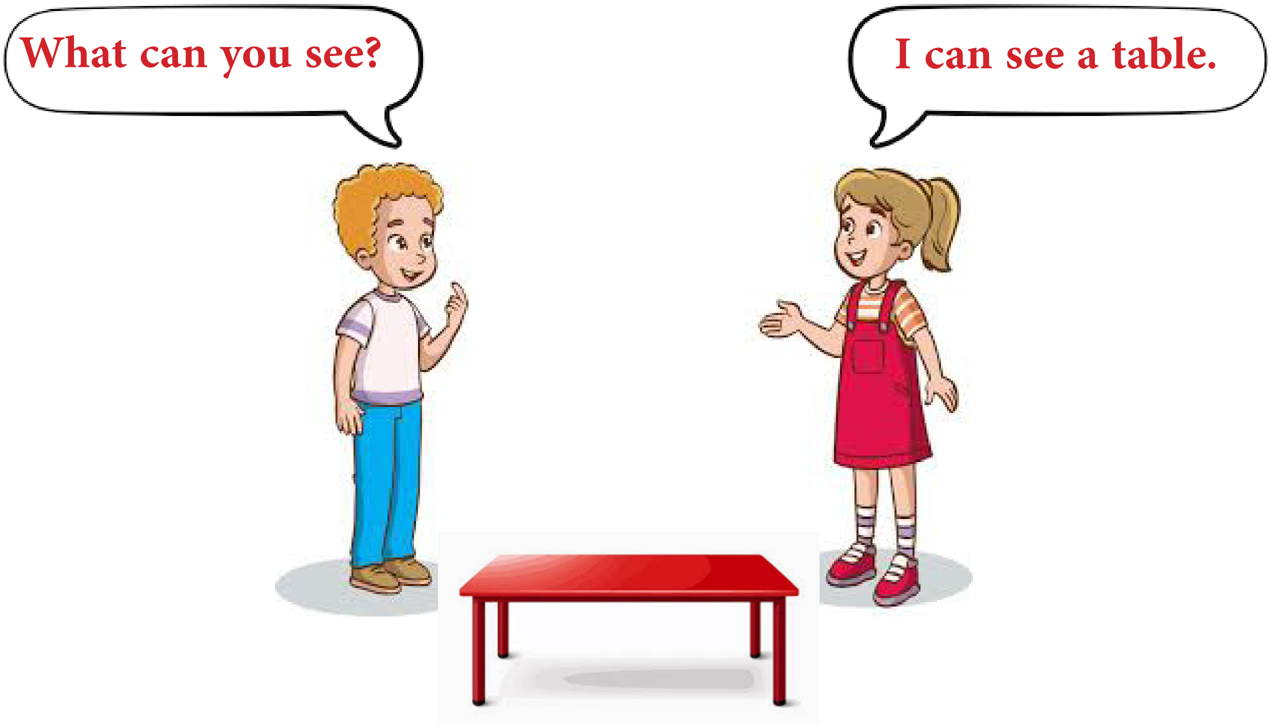
. . . .

Lesson 4

I Help My Community!

Work Group Activity

1 Practice with your friends



Laila **plants** a tree near her house.

2 Read the dialog in pairs

Sara: Hello, Omar. What are you doing?

Omar: I am helping clean the park.

Sara: That is great! Can I help, too?

Omar: Yes! Let's work together.

Sara: We can plant flowers.

Omar: And we can donate books to the school library.

3 Complete the following dialog, and practice with a friend

Student A: Hello! Who do you help at school?

Student B: I help my friends at school.

Student A: What does she do to help her community?

Student B: She donates old books to the library.

Student A: What do you do in the garden?

Student B: We ______________in the garden.

Student A: What do they do ______________?

Student B: They clean the classroom every day.

Students A: What do you do to help your community?

Students B:____________________________________

Reading and Writing

4 **Read the story and circle the action verbs**

We Help Our Neighborhood!

Hady and Salma want to help their neighborhood. They work as a team. First, they clean the street. Then, they plant trees near the school. After that, they donate clothes and toys to children. Everyone is happy. Their teacher says, "Well done!" Teamwork makes the community better. Hady and Salma smile. They are proud to help.

Vocabulary

- **plant:** to put a flower or tree in the ground
- **donate:** to give things to help people

5 Answer the questions

1. Who are the two children in the story?

____

2. What do Hady and Salma clean?

____

3. What do they plant?

____

4. What do they donate?

____

6 Put the sentences in the correct order

___ Hady and Salma want to help their neighborhood.

___ They donate clothes and toys to children.

___ They are proud to help.

___ They plant trees near the school.

___ First, they clean the street.

7 Rewrite each sentence with the correct capital letters and punctuation

1. hady and salma want to help their neighborhood

____

2. first they clean the street

____

3. they plant trees near the school

____

4. finally everyone is happy

____

5. they are proud to help

____

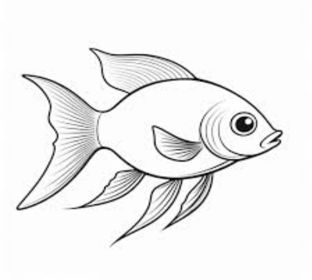
8 **Draw a picture of yourself and a friend as a team helping out in the community, and write a sentence about it**

Example: We clean the streets.

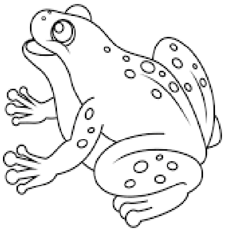
____

Closing activity

9 **Trace and color**



I can see a fish.



The frog is green.

This is a small, brown fox.

Review 2

1 Match the words to their meanings

solution	nervous	proud	goal
celebrate	team	plan	excited

Letter	Meaning	Word
a	To feel happy about what you did	
b	A group working together	
c	Something you want to achieve	
d	Feeling afraid or worried	
e	An answer to a problem	
f	A way to get something done	
g	To show happiness for something good	
h	To feel very happy and full of energy	

2 Sound sort

Place each word into the correct column.

cat, pencil, cake, screen,
come, city, rice, face,
scratch, cook, car

Hard "c"	Soft "c"

giraffe,page, spring,
good, dog,Egypt, gum,
go, huge,

Hard "g"	Soft "g"

3 Fill in the missing letters

(good - giraffe - screen - city - cake - split)

a. c _ _ e   **b.** _ _ t y   **c.** g _ _ d

d. _ _ r a f f e   **e.** s _ _ e e n   **f.** _ _ l i t

4 Rearrange the letters to form words from the phonics review

(cake - screen - splash - city - face - street)

a. s r t t e e____________   b. e r s c e n____________

c. c e a k____________   d. c a f e ____________

e. t i y c ____________   f. p l s a h s____________

5 Choose the correct feeling word for each sentence

(happy - scared - shy - tired - excited)

English

Primary 3 - Term 1

Academic Year: 2025/2026

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